

Addendum to Guidelines Inclusion of ELL in K-12 Assessments

(Revised 11/30/06)

1. Who needs to be assessed with an English language proficiency assessment for growth?

ALL English language learners who have been identified with a placement tool (old IPT, old LAS, Woodcock Munoz, etc.) as ELL will need to take the proficiency assessment.

For example:

All students who have been identified as **non-English proficient** (NEP) or **limited English proficient** (LEP) need to be assessed with a growth measure assessment (ELDA) **each year** until they score proficient on ALL parts of the assessment— listening, speaking, reading, and writing. The four domains need to be assessed each time, until the student scores proficient on all 4 of them (full battery).

- **Non-English proficient** = a student who scores non-English proficient **on any part** of the assessment.
- **Limited English proficient** = a student who scores limited English proficient on **all parts** of the assessment **or a combination of limited and proficient** scores.
- **Proficient** = a student who scores proficient (or 5) on **each one of the 4 parts** of the assessment (reading, writing, listening, and speaking).

2. The number of ELL that the LEA reported on the BEDS should be similar to the number of students assessed for growth.

In other words, districts need to account for the entry and exit of the students. The count may not exactly match those submitted for BEDS but districts need to account for the difference.

3. Do we need to assess ELLs who are not in an English language instructional program because of parental choice?

- YES, students whose parents have signed a waiver and are NOT in an English language instructional PROGRAM still need to be assessed for English language proficiency.
- Parents have the option of declining participation of their children in a PROGRAM (ESL, Dual language, Transitional, etc.), but the district still has the obligation of providing SERVICES to the students.
- There is no need to request parents' approval to assess the student, unless it is a district wide policy for all parents in the district for all the assessments.

4. Does a student who score proficient on an English language development test need to be EXITED from programs and services?

NO. There is a difference between proficient on a test and EXITED from a program or services. A student may score proficient on an English language development measure but continue to struggle in the classroom. The student should be receiving services as long as the student needs them. It is very important that the district has EXIT criteria that include more than a single proficiency score. For Title III funding services this student is counted as an ELL until he/she satisfies the EXIT criteria. For weighted funds (.22) from the state, district receives funds up to

four years. Programs and services are independent from time limits on funding (such as weighted funds). Students need to receive the appropriate services regardless of funding sources or time constraints.

5. What are the characteristics of an EXITED student?

In addition to scores of proficient on the ELDA (a score of 5 in each one of the four subtests: listening, reading, speaking, and writing), the district's exit criteria that include at least **one** or more of the following:

- Evidence of success in the regular classroom
- Sustainability of the success (one or two years)
- Lack of need for English acquisition support
- Student has been in the "Transitional" stage for 2 years
- Teachers, other staff, and parents are in agreement
- Score proficient in district wide assessments
- Others (as specified by the district)

6. Review of identification/placement, assessment, and EXIT

- All students who have been identified as potential ELLs need to be assessed for diagnostic/placement with placement tools. Assessing for placement is done only ONCE. No need to assess more than once for placement/identification purposes.
- Once a student is classified as non-English proficient or limited English proficient the student needs to be assessed for growth (ELDA) **EVERY YEAR**, until the student achieves a proficient level on all parts of the assessment (listening, speaking, reading, and writing). The student needs to be assessed each time with the full battery.
- Students, who score proficient on all parts of the growth measure, do not need to be assessed for language proficiency. When a student is considered ready to receive minimal language support (scores proficient in English and performance in classroom is comparable to his/hers peers), a student could move to a "**TRANSITIONAL**" stage in which they are monitored for two years. These students are still considered ELLs.
- After the two years, if the student satisfies the district's EXIT criteria then the student is no longer considered ELL and is not counted as ELL. The student is considered as **EXITED** from programs and services and does not receive English/second language acquisition support. The state, through project EASIER still "monitors" the student for AYP purposes for two more years.

Notes:

1. For assistance with identification, placement, accommodations, etc. see the document: *Guidelines for the Inclusion of English Language Learners in K-12 Assessments*.
<http://www.state.ia.us/educate/ecese/is/ell/doc/guidelines04.pdf>
2. Contact your Area Education Agency ELL/ESL consultant if you have additional questions.